

Course EPR 421

Course

[Revised 10-22-12]

5/26/14

**WINONA STATE UNIVERSITY  
PROPOSAL FOR UNIVERSITY STUDIES COURSES**

Department \_\_\_\_\_

Date \_\_\_\_\_

Course No. _____	Course Name _____	Credits _____
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Applies to: \_\_\_\_\_ Major      \_\_\_\_\_ Minor  
                              \_\_\_\_\_ Required      \_\_\_\_\_ Required  
                              \_\_\_\_\_ Elective      \_\_\_\_\_ Elective

University Studies (A course may be approved to satisfy only one set of outcomes.):

Course Requirements:

Basic Skills:

- \_\_\_\_\_ 1. College Reading and Writing
- \_\_\_\_\_ 2. Oral Communication
- \_\_\_\_\_ 3. Mathematics
- \_\_\_\_\_ 4. Physical Development & Wellness

Arts & Science Core:

- \_\_\_\_\_ 1. Humanities
- \_\_\_\_\_ 2. Natural Science
- \_\_\_\_\_ 3. Social Science
- \_\_\_\_\_ 4. Fine & Performing Arts

Unity and Diversity:

- \_\_\_\_\_ 1. Critical Analysis
- \_\_\_\_\_ 2. Science and Social Policy
- \_\_\_\_\_ 3. a. Global Perspectives
- b. Multicultural Perspectives
- \_\_\_\_\_ 4. a. Contemporary Citizenship
- b. Democratic Institutions

Flagged Courses:

- \_\_\_\_\_ 1. Writing
- \_\_\_\_\_ 2. Oral Communication
- \_\_\_\_\_ 3. a. Mathematics/Statistics
- b. Critical Analysis

Prerequisites \_\_\_\_\_

Provide the following information (attach materials to this proposal):

Please see "Directions for the Department" on previous page for material to be submitted.

Attach a ***University Studies Approval Form***.

Department Contact Person for this Proposal:

\_\_\_\_\_  
Name (please print)

\_\_\_\_\_  
Phone

\_\_\_\_\_  
e-mail address

2. Course outline of the major topics, themes, subtopics, etc., to be covered in the course. This outline should be, at a minimum, a two-level outline, i.e., consisting of topics and subtopics. This information will be submitted to MnSCU by the WSU Registrar's office.

#### Curriculum Study

1. Motivation
  - a. Behavioral (Skinner)
    - i. Rewards and Punishments
      1. Task-Contingent vs. Performance-Contingent Rewards
      2. Flow Theory
    - ii. Intrinsic vs. Extrinsic
  - b. Humanistic (Maslow)
    - i. Self-Actualization
  - c. Cognitive (Bruner)
    - i. Expectancy Theory
      1. Values
    - ii. Goal Orientation
    - iii. Attribution Theory (Weiner)
  - d. Social Learning (Bandura)
    - i. Self-Regulated Learning
  - e. Socio-Cultural
    - i. Cultural/Gender Differences
  - f. Motivational Concerns
    - i. Learned Helplessness
    - ii. Anxiety
    - iii. Self-Worth
    - iv. Curiosity
    - v. Locus of Control
    - vi. Self-Efficacy
  - g. Educational Implications
    - i. Attitudes
    - ii. Needs
    - iii. Stimulation
    - iv. Affect
    - v. Competence
    - vi. Reinforcement
2. Classroom Management (Redl, Kounin, Dreikurs, Skinner, Canter, Gordon, Glasser, Curwin/Mendler, Coloroso, Albert, Carroll, Wong, Emmer, Jones, Marshall, Nelsen/Lott/Glenn, Chuchward, Kagan/Kyle/Scott, Charles, Kohn)
  - a. Environmental Competence
    - i. Room Arrangement
    - ii. Seating Patterns
    - iii. Environmental cues
      1. Bullying/Cyberbullying
    - iv. Time Management
  - b. Classroom Rules and Consequences
    - i. Token economy
    - ii. Shaping
    - iii. Contingency Contracting
  - c. Procedures and Routines
    - i. Responsive Classroom
    - ii. Positive Behavior Intervention Support
    - iii. Proactive
    - iv. Accountability
    - v. Instructional Methods
      1. Transitions
    - vi. Seatwork
  - d. Positive Relationships and Climate
    - i. Teacher
    - ii. Student
    - iii. Family
    - iv. Peers

#### 5. Course materials (textbook(s), articles, etc.).

Charles, C. (2010). Building classroom discipline, 10<sup>th</sup> Ed. Boston: Pearson.

Wong, H. (2009). The First Days of School: How to Be an Effective Teacher, 4<sup>th</sup> Ed. Mountain View, CA: Harry K. Wong Publications, Inc.

Woolfolk, A. (2014). Educational psychology: Active learning edition, 12<sup>th</sup> Ed. Boston: Pearson.

Slavin, R. (2012) Educational psychology: Theory and practice, 10<sup>th</sup> Ed. Boston: Pearson.

References:

Ormrod, J. (2014). Educational psychology: Developing learners, 8<sup>th</sup> ed. Boston: Pearson

Bohlin, L., Cisero Durwin, C., Reese-Weber, M. (2012). Educational psychology modules, 2<sup>nd</sup> ed. New York: McGraw Hill.

Santrock, J. (2011). Educational psychology, 5<sup>th</sup> ed. New York: McGraw Hill.

Sternberg, R. & Williams, W. (2009). Educational psychology, 2<sup>nd</sup> ed. Boston: Pearson.

Goodman, G. Educational psychology: An application for critical constructivism. New York: Peter Lang Publishing.

Abbeduto, L. & Symons, F. (2007). Taking sides: Classing views in educational psychology. Boston: McGraw Hill.

6. List the student learning outcomes for this course and how each outcome will be assessed.

	Learning opportunities	How these ideas are assessed
a. understand humans as individuals and as parts of larger social systems;	This course surveys theories of learning and development that examine the role of the individual and the individual in sociocultural context	All of these ideas are assessed through two major projects associated with this class and EFRT 441 Curriculum and Assessment: Secondary and K-12. These two courses are taught together as a blended seminar. The students complete major projects where they analyze classroom data and policy data and make instructional and policy recommendations.
b. understand the historical context of the social sciences;	These four criteria are closely connected in this course and in practice. The course looks at the growth of theories of learning and development from behaviorism to cognitive science and to various shades of constructivism and how the developed over time.	
c. identify problems and frame research questions relating to humans and their experience;		
d. become familiar with the process of theory-building and theoretical frameworks used by the social sciences;		
e. understand research methods used in the social sciences;		
f. describe and detail discipline-specific knowledge and its applications; and	Students are introduced to “action research” and other qualitative research methods in education through a “digital ethnography” and a case study of learning.	
g. understand differences among and commonalties across humans and their experience, as tied to such variables as gender, race, socioeconomic status, etc.	The course is interdisciplinary in its approach to learning and development. Students are introduced to psychological, sociological, and anthropological perspectives on learning and development and their similarities and differences.	
	The course introduces students to the impact of race, class, and gender on students participation in educational settings both in and out of school.	

The request for USP approval for this collection of courses is to stem a temporary problem that resulted from a transition to a new program. These courses are new versions of courses that had USP approval in the past. In this table, the old courses are listed in the middle column and their approved USP area is on the left. Those courses no longer exist and have been replaced by the courses in the right column.

USP area	Old courses	New courses
Social Science	EFRT 303: Human Development and Learning: Early Childhood (4 cr)	EFRT 400: Human Development and Learning: Elementary and Early childhood (2 crs) EFRT 440: Classroom management: Elementary and Early childhood (1 cr)
	EFRT 304: Human Development and Learning: Middle childhood (4 cr)	EFRT 401: Human Development and Learning: Secondary and K-12 (2 cr)
	EFRT 305: Human Development and Learning: Adolescence (4 cr)	EFRT 441: Classroom management: Secondary and K-12 (1 cr)
	EFRT 310:	EFRT 420: Curriculum and Assessment: Elementary and Early childhood (3 cr)
	EFRT 311:	EFRT 421: Curriculum and Assessment: Secondary and K-12 (3 cr)
	EFRT 312:	
Multicultural perspectives	EFRT 308: Student diversity and Human Relations	EFRT 460: Multicultural Children, Youth, and Families: Elementary and Early Childhood (2 cr)
		EFRT 461: Multicultural Children, Youth, and Families: Secondary and K-12 (2 cr)
		EFRT 462: Multicultural Children, Youth, and Families, part 2 (1 cr)

The courses are, in essence, a repackaging of the content in the old courses in an effort to accomplish two things. First, to help the Elementary, K-12 and Secondary education programs reduce to 120 credits. To do that, we reduced the professional education sequence from 13 to 12 credits. Second, to address the phenomenon of students “siloing” course content (e.g., they finish a course and quit thinking about its content as if saying “That was in that course. I’m done with that and don’t have to think about it anymore”), we tried to find a way to keep ideas fresh in their minds and make connections among ideas presented in other classes explicit. We did this by dividing the courses into two parts that would be taught in different semesters. The new arrangement of these courses is shown in the following tables.

Elementary and Early Childhood		
Semester 1	EFRT 400: Human Development and Learning: Elementary and Early childhood (2 crs)	EFRT 460: Multicultural Children, Youth, and Families: Elementary and Early Childhood (2 cr)
Semester 2	EFRT 440: Classroom management: Elementary and Early childhood (1 cr)	EFRT 420: Curriculum and Assessment: Elementary and Early childhood (3 cr)
Semester 3	EFRT 459: The Professional Educator (3 cr)	EFRT 462: Multicultural Children, Youth, and Families, part 2 (1 cr)

Secondary and K-12		
Semester 1	EFRT 401: Human Development and Learning: Secondary and K-12 (2 crs)	EFRT 461: Multicultural Children, Youth, and Families: Secondary and K-12 (2 cr)
Semester 2	EFRT 441: Classroom management: Secondary and K-12 (1 cr)	EFRT 421: Curriculum and Assessment: Secondary and K-12 (3 cr)
Semester 3	EFRT 459: The Professional Educator (3 cr)	EFRT 462: Multicultural Children, Youth, and Families, part 2 (1 cr)

So, our request for USP approval is really a request to transfer approval from the old courses to the new courses.

It is necessary to get USP approval for these courses because a number of students in the education programs are trapped in the change to the new professional education sequence. They began fulfilling their general education requirements under the University Studies program where they were counting on the old EFRT courses to meet these three USP areas. When we switched to the new program and quit offering the old courses, the USP credits were no longer available. We are requesting USP approval for these courses to allow the students caught in the transition to complete their program as they intended.